Title: Teagasc Procedure for Communication of Assessment Information to Further Education Learners

Purpose:

The purpose of this procedure is to outline the information regarding Teagasc Assessment procedures that needs to be provided to learners in order to ensure fair and consistent assessment.

Scope:

This procedure applies to all further education and training provision provided by Teagasc centres or other centres who deliver Teagasc Programmes whether accredited or unaccredited.

Responsibilities

All centres delivering Teagasc programmes are responsible for providing learners with accurate information about the programmes and its assessment. This information should be presented in a format that is appropriate and accessible to all learners.

Centres, tutors and assessors are responsible for ensuring that learners understand the information by following the guidelines below;

1. Provide Clear Information during Course Induction

- **Induction Session**: Introduce assessment procedures as part of the course induction, highlighting the purpose, types, and timing of assessments.
- **Documentation**: Distribute written materials, such as the learner handbook, outlining the key procedures and requirements. Ensure these materials are accessible throughout the course.

2. Explain Assessment Criteria and Expectations

- **Assessment Criteria**: Clearly outline the criteria for each assessment, explaining the standards learners must meet to achieve different grades.
- **Use of Rubrics**: Provide rubrics or marking schemes in advance to clarify how each part of the assessment will be evaluated.

3. Communicate Deadlines and Submission Guidelines

- **Assessment Schedule**: Share with learners a clear assessment timeline that includes all deadlines, submission methods, and formats.
- **Submission Procedures**: Explain submission guidelines (e.g., use of Moodle or other Teagasc approved platform) to prevent confusion, including any late submission policies and penalties.

4. Discuss Plagiarism and Academic Integrity

- **Integrity Policy**: Review the centre's academic integrity procedure, emphasising the importance of original work and the consequences of plagiarism.
- **Tools and Support**: Inform learners that plagiarism detection tools are in place (if applicable) and provide guidance on how to cite sources correctly.
- **Artificial Intelligence (AI)**: The tutor will indicate whether artificial intelligence is appropriate to use for the assessment. If it is used the learner must be directed to critically appraise the result and cite the use of AI

5. Provide Ongoing Support and Access to Resources

- **Assessment Q&A Sessions**: Offer periodic Q&A sessions with learners to address any assessment-related questions or concerns.
- **Tutorials and Workshops**: Provide additional tutorials or workshops focused on specific assessment skills, such as research methods, writing, and presentation skills.
- **Access to Resources**: Ensure learners have ongoing access to support materials, such as assessment guides, FAQs, and recorded information sessions.

6. Encourage Open Communication with Tutors and Assessors

- **Office Hours**: Encourage learners to attend office hours for one-on-one discussions with tutors about assessment expectations and performance.
- **Feedback Mechanism**: Provide feedback channels where learners can ask questions or seek clarification on assessment-related topics. Ensure there is a uniform approach and that GDPR is adhered to.

7. Foster Regular Feedback Opportunities

- **Timely Feedback on Assessments**: Provide constructive, specific feedback on each assessment, helping learners understand their strengths and areas for improvement.
- **Self-Assessment and Peer Review**: Encourage learners to participate in self-assessment and peer review activities, fostering a deeper understanding of assessment standards.

8. Reinforce Procedures throughout the Course

- **Regular Reminders**: Reinforce key assessment procedures at the beginning of each module or assessment period to keep expectations clear.
- **Assessment Updates**: Communicate any changes or updates to assessment procedures promptly to avoid confusion.

9. Monitor and Evaluate Understanding

- **Feedback Collection**: Gather feedback from learners about their understanding of the assessment procedures to identify areas needing further clarification.

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- **Regular Check-Ins**: Tutors or assessors should periodically check in with learners to address any misunderstandings or challenges related to assessments.

Review and Update:

- This guidance document will be reviewed as required to ensure it remains aligned with QQI guidelines and best practices.

Appendix 1
Example of assessment cover sheets

Template for Assessment Brief/Cover Sheet

Assessment Brief/Cover Sheet

Learner Name:	
Course Title/Class group:	e.g Level 5 Certificate in Agriculture [include course instance]
Assessor:	i.e. name of assessor
Component Title and Code:	e.g. Communications 5N0690

Assessment Technique:	e.g. Project	Weighting:	40%
Title:	e.g. Modifying a letter of complaint		

Issue Date:		Submission Date:	
Learning Outcomes Assessed:	e.g. LO 1, 2, 3 & 4 and description of each from module specification		

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Guidelines:

- What the learner is required to do, as per the guidelines in the assessment section of the validated programme module. These should be detailed guidelines on how to complete this assessment.
- The guidelines MUST be linked to the learning outcomes being assessed (as per validated programme) as it is the learning outcomes that will guide you about the level and the kind of knowledge, skill and competence the learner should be demonstrating in the piece of assessment.
- The guidelines may allow for the assessment of one learning outcome, a range of learning outcomes from one component specification or in the case of integrated assessments, a range of learning outcomes across a number of component specifications.
- Provide details of how the assignment should be completed and submitted. Consider the following;
    - Format: Follow any specific formatting requirements (e.g., font size, line spacing).
    - File Naming: Name your file clearly, typically with your name, student ID, and assignment title (e.g., John_Bloggs_StudentID_ModuleName_Assignment1).
    - File Type: Ensure the file type is accepted by your providers system, commonly PDF, Word, or other specified formats.
    - Provide details of how and where the assignment should be submitted e.g handed directly to assessor and/or electronic submission through Moodle/Centre VLE.
    - Clear communication of the deadline and consequences of not meeting the deadline should be included.

Assessment Criteria/Marking Scheme:

- These are statements of the standards against which the evidence produced by the learner will be marked/graded.
- This information MUST be taken from Teagasc validated programme and module descriptors.
- A good marking scheme for QQI awards ensures fair, transparent, and consistent assessment of learner achievements.
- The marking scheme should include detailed criteria that clarify what constitutes different levels of performance (e.g., pass, merit, and distinction). This helps both learners and assessors understand what is expected at each level.
- The marking scheme should be transparent, with clearly stated expectations for each grade or score. This ensures that all assessors apply the same standards, promoting consistency across assessments and different assessors.

Declaration Of Authorship by Learner

I confirm that:
I declare that all material in this assessment is my own work except where there is clear acknowledgement and appropriate reference to the work of others.

Learner Signature:		**Date:**	

Note to Learners:
Assessments will not be accepted without this coversheet.
It is essential that your work is entirely your own. Plagiarism or copying the work of others directly, from internet, from AI is strictly prohibited and can have serious consequences.
Learners should keep copies of all assessment submitted, where applicable.

Template for Exam Paper

Examination

Learner Name:	
Course Title/Class group:	e.g Level 5 Certificate in Agriculture [include course instance]
Assessor:	i.e. name of assessor
Component Title and Code:	e.g. All-Terrain Vehicles (5N1752)

Assessment:	e.g. 1(1st sitting) or 2 (Repeat)	**Weighting:**	40%
Date:		**Time:**	

Duration of Examination:	
Peer Verifier (IV)	Provide signature
Learning Outcomes Assessed:	1. Outline the role and uses of all-terrain vehicles in the land based industries. 2. Interpret legal requirements pertaining to the use of an all-terrain vehicle and ancillary equipment in an off-road situation and on public roads. 3. Outline the need for safe and efficient all-terrain vehicle operation to maximise stability on flat, rolling and hilly terrain.

Instructions to Learners:
- Read each question carefully and ensure you understand it before answering.
- Answer all questions in the spaces provided, or as instructed.
- Only approved materials are allowed. All other materials, including mobile phones and smart devices, must be left outside the exam room or in the designated area.
- Maintain silence throughout the examination and follow any instructions given by the invigilator.
- No sharing of materials, calculators, or any other items is allowed.
- If you need assistance, raise your hand to speak to an invigilator quietly.
- Any other guidelines that are appropriate to the learner can be included.

Assessment Criteria/Marking Scheme:
e.g 15 short questions x 2 marks each and 2 structured questions x 5 marks each = total 40 marks for examination.

For Centre Use Only – complete following marking of examination				
Marks Awarded	Questions 1-15		Question 16-17	
Total Marks Awarded	Provide marks awarded for this examination and ensure final mark as per entry to Quercus is also included			
Assessor Signature:			**Date:**	
IV Signature:	For final CS of module		**Date:**	